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FIRE SAFETY

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FIRE SAFETY

NORTH CAROLINA PUBLIC SCHOOLS

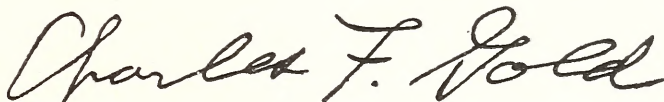
PUBLICATION NO. 329

FOREWORD

Because of the changes in the law this publication, issued in 1957 under the same title, has been revised and reprinted as Publication No. 329. Both this and the original publication were prepared in the interest of public safety and in compliance with public law governing fire drills and school plant inspections.

The specific purposes of the publication are fourfold: (1) to acquaint school authorities, building inspectors, electrical inspectors, and fire-prevention bureaus with the fire-safety laws of the State as they relate to school buildings; (2) to define in accordance with law, the special responsibilities of school principals, building inspectors, and electrical inspectors in planning for the safety and welfare of children; (3) to assist teachers in organizing their programs of instruction in fire-safety education; and (4) to outline the procedures by which legally-responsible boards and officials shall be kept informed of the fire precautions being exercised by school principals and electrical inspectors, and also to keep these boards and officials aware of any potential hazards existing at school plants under their jurisdiction.

When it is remembered that more than a million children and adults are assembled daily in more than 3,000 school buildings, North Carolina, it must be agreed, has been extremely fortunate in its school-fire record. Losses of life and property, percentage-wise, have been at a relatively low minimum. Any fire loss, however, not only creates personal and economic distress but always provokes inquiry as to responsibility, negligence, and liability. To the extent humanly possible, it is hoped that this publication will be of assistance in making North Carolina schools safer for living and for learning.



Commissioner of Insurance



State Superintendent of Public Instruction and
Secretary, State Board of Education

August 1, 1959

P 38905

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Laws Relating To Fire Drills and Inspections

(Amendments made by 1959 General Assembly printed in Italics)

Chapter 115

Education

SUBCHAPTER VII. EMPLOYEES

ARTICLE 17

Principals' and Teachers' Employment and Contracts

§ 115-150. **Authority and duty of principal generally.**—The principal of a district is the executive school officer of the district, and the principal of a school is the executive officer of that school. The principal shall have authority to grade and classify pupils and exercise discipline over the pupils of the district or schools. The principal of a district shall make all reports to the county superintendent and the principal of a school shall make reports to the district principal, and in their capacity as principals, they shall give suggestions to teachers for the improvement of instruction. And it shall be the duty of each teacher, including teachers of vocational agriculture, vocational home economics, trades and industries, in a district or in a school to cooperate with the principal in every way possible to promote good teaching in the school and a progressive community spirit among its patrons.

It shall be the duty of the principal to conduct a fire drill during the first week after the opening of school and thereafter at least one fire drill each school month, in each building in his charge, where children are assembled. Fire drills shall include all pupils and school employees, and the use of various ways of egress to *simulate* evacuation of said buildings under various conditions, and such other regulations as shall be prescribed for fire safety by the Insurance Commissioner, the Superintendent of Public Instruction and the State Board of Education. A copy of such regulations shall be kept posted on the bulletin board in each building.

It shall be the duty of each principal to inspect each of the buildings in his charge at least twice each month during the regular school session. This inspection shall include cafeterias, gymnasiums, boiler rooms, storage rooms, auditoriums and stage area as well as all classrooms. This inspection shall be for the purpose of keeping the buildings safe from the accumulation of trash and other fire hazards.

It shall be the duty of the principal to file a written report once each month during the regular school session with his local committee, and two copies of this report with the superintendent of his administrative unit, one copy of which shall be transmitted by the superintendent to the Chairman of the County or City Board of Education. This report shall

EDITOR'S NOTE—The 1959 amendment corrected the spelling of a word (*assimilate*) in line 5 of paragraph 2, and deleted the last paragraph of the section as amended by the 1957 General Assembly. See new Section 115-150.3.

state the date the last fire drill was held, the time consumed in evacuating each building, that the inspection has been made as prescribed by law and such other information as is deemed necessary for fire safety by the Insurance Commissioner, the Superintendent of Public Instruction and the State Board of Education. (1955, c. 1372, art. 17, s. 8; 1957, c. 843; 1959, c. 573, s. 13.)

§115-150.1. Duty of principal regarding fire hazards.—*The principal of every public school in the State shall have the following duties regarding fire hazards during periods when he is in control of a school:*

(1) *Every principal shall make certain that all corridors, halls, and tower stairways which are used for exits shall always be kept clear and that nothing shall be permitted to be stored or kept in corridors or halls, or in, on or under stairways that could in any way interfere with the orderly exodus of occupants. The principal shall make certain that all doors used for exits shall be kept in good working condition. During the occupancy of the building or any portion thereof by the public or for school purposes, the principal shall make certain that all doors necessary for prompt and orderly exodus of the occupants are kept unlocked.*

(2) *Every principal shall make certain that no electrical wiring shall be installed within any school building or structure or upon the premises and that no alteration or addition shall be made in any existing wiring, except with the authorization of the superintendent. Any such work shall be performed by a licensed electrical contractor, or by a maintenance electrician regularly employed by the board of education and approved by the Commissioner of Insurance.*

(3) *Every principal shall make certain that combustible materials necessary to the curriculum and for the operation of the school shall be stored in a safe and orderly manner.*

(4) *Every principal shall make certain that all supplies, such as oily rags, mops, etc., which may cause spontaneous combustion, shall be stored in an orderly manner in a well-ventilated place.*

(5) *Every principal shall make certain that all trash and rubbish shall be removed from the school building daily. No trash or rubbish shall be permitted to accumulate in a school attic, basement or other place on the premises.*

(6) *Every principal shall cooperate in every way with the authorized building inspector, electrical inspector, county fire marshal or other designated person making the inspections required by G.S. 115-150.2.*

It shall further be the duty of the principal to bring to the attention of the local superintendent of schools the failure of the building inspector, electrical inspector, county fire marshal, or other person to make the inspections required by G.S. 115-150.2. It shall further be the duty of the principal to call to the attention of the superintendent of schools all recommendations growing out of the inspections, in order that the proper authorities can take steps to bring about the necessary corrections. (1959, c. 573, s. 14.)

§115-150.2. Inspection of school for fire hazards.— *Every public school building in the State shall be inspected every four months in accordance with the following plan: Provided, that the periodic inspections herein required shall be at least 90 days apart:*

(1) *Each school building shall be inspected to make certain that none of the fire hazards enumerated in paragraphs 1, 3, 4 and 5 of G.S. 115-150.1 exist, and to insure that all heating, mechanical, electrical, gas and other equipment and appliances are properly installed and maintained in a safe and serviceable manner as prescribed by the North Carolina Building Code. Following each inspection, the person or persons making the inspection shall furnish to the principal of the school a written report of conditions found during inspection, upon forms furnished by the Commissioner of Insurance, and the person or persons making the inspection shall also furnish a copy of the report to the superintendent of schools, the superintendent shall keep such copy on file for a period of three years. In addition to the periodic inspections herein required, any alterations or additions to existing school buildings or to school building utilities or appliances shall be inspected immediately following completion.*

(2) *The board of county commissioners of each county shall designate the person or persons to make the inspections and reports required by paragraph (1) of this Section. The board may designate any city or county building inspector, any city or county fire prevention bureau, any city or county electrical inspector, the county fire marshal, or any other qualified person or persons, but no person shall make any electrical inspection unless he shall be qualified as required by G.S. 160-122. Nothing in this Act shall be construed as prohibiting two or more counties from designating the same person or persons to make the inspections and reports required by paragraph (1) of this Section. The board of county commissioners shall compensate or provide for the compensation of the person or persons designated to make all such inspections and reports. The board of county commissioners may make appropriations in the general fund of the county to meet the costs of such inspections, or in the alternative the board may add appropriations to the School Current Expense Fund to meet the costs thereof: Provided, that if appropriations are added to the School Current Expense Fund, such appropriations shall be in addition to and not in substitution of existing school current expense appropriations.*

(3) *It shall be the duty of the State Commissioner of Insurance, the State Superintendent of Public Instruction, and the State Board of Education to prescribe any additional rules and regulations which they may deem necessary in connection with such inspections and reports for the reduction of fire hazards and protection of life and property in public schools.*

(4) *It shall be the duty of each principal to make certain that all fire hazards, called to his attention in the course of the inspections and reports required by paragraph (1) of this Section, are immediately removed or corrected, if such removal or correction can be accomplished by the principal. If such removal or correction can not be accomplished by the principal, it shall be the duty of the principal to bring the matter to the attention of the superintendent.*

(5) *It shall be the duty of each superintendent of schools to make certain that all fire hazards, called to his attention in the course of the inspections and reports required by paragraph (1) of this Section and not removed or corrected by the principals as required by paragraph (4) of this Section, are removed or corrected, if such removal or correction can be brought about within the current appropriations available to the superintendent. Where any removal or correction of a hazard will require the expenditure of funds in excess of current appropriations, it shall be the duty of the superintendent to bring the matter to the attention of the appropriate board of education, and the board of education in turn shall bring the same to the attention of the board of county commissioners, in order that immediate steps be taken, within the framework of existing law, to remove or correct the hazard.* (1959, c. 573, s. 14.)

§115-150.3. Liability for failure to perform duty.—*Any person willfully failing to perform any of the duties imposed by G.S. 115-150, 115-150.1 or 115-150.2, shall be guilty of a misdemeanor and shall be fined not more than five hundred dollars (\$500.00) in the discretion of the court.* (1959, c. 573, s. 14.)

Chapter 69

Fire Protection

ARTICLE 1

Investigation of Fires and Inspection of Premises

§69-7. Fire Prevention and Fire Prevention Day.—It is the duty of the Insurance Commissioner, the Superintendent of Public Instruction and the State Board of Education to provide a pamphlet containing printed instructions for properly conducting fire drills in all schools and auxiliary school buildings and the principal of every public and private school shall conduct at least one fire drill every month during the regular school session in each building in his charge where children are assembled. The fire drills shall include all children and teachers and the use of various ways of egress to assimilate [sic] evacuation of said buildings under various conditions, and such other regulations as prescribed by the Insurance Commissioner, Superintendent of Public Instruction and State Board of Education.

The Insurance Commissioner and Superintendent of Public Instruction shall further provide for the teaching of "Fire Prevention" in the colleges and schools of the State, and to arrange for a text-book adapted to such use. The ninth day of October of every year shall be set aside and designated as "Fire Prevention Day," and the Governor shall issue a proclamation urging the people to a proper observance of the day, and the Insurance Commissioner shall bring the day and its observance to the attention of the officials of all organized Fire Departments of the state, whose duty it shall be to disseminate the materials and to arrange suitable programs to be followed in its observance.

In addition, Section 115-37 shall include "fire prevention" as one of the subjects which shall be taught in the public schools. (1957, c. 845.)

Rules and Regulations Governing Fire Drills and Inspections

FIRE DRILL REGULATIONS

Purpose

The purpose of fire exit drills is to ensure the safe evacuation of the building by the orderly use of all available exit facilities in case of an actual fire.

Order and control are the primary aspects of the drill. While speed is desirable, it is not in itself an object and should be secondary to the maintenance of proper order and discipline. Proper drills, therefore, should establish habits of orderly exit and thereby prevent panic and ensuing loss of life. Since fire is always unexpected, the fire drill likewise should be carefully planned to simulate actual fire conditions.

Conduct of Drills

Evacuation of building shall take precedence over fire-extinguishing operations, except when necessary to permit rescue of trapped occupants. *In case of actual fire, regardless of size, the following procedure should be followed:*

- First, sound alarm to evacuate building;**
- Second, call fire department; and**
- Third, use fire extinguishers, if feasible.**

The principal as executive officer of the school is charged by law with many responsibilities. With reference to fire drill regulations, it shall be his duty to prepare and post in each building under his jurisdiction written fire drill procedures which shall include the following rules and regulations:

1. It shall be the duty of the principal to conduct a fire drill during the first week after the opening of school and thereafter at least one fire drill each school month, in each building in his charge, where children are assembled. (G.S. 115-150.)
2. The principal shall devise a fire alarm or signal system, audible throughout the building and grounds, for evacuating the building and for re-entering the building at the conclusion of a drill or actual fire. For evacuating the building, one long continuous signal is recommended. If an electric system is used, a substitute system should be devised for use in case the electric system fails.
3. Procedures prepared by the principal shall define the fire alarm system for the school and shall include a chart showing the exits for all buildings. The principal and teachers shall instruct all personnel and pupils concerning these procedures.
4. Fire drills shall include all pupils and school employees. To the extent practicable, disabled pupils shall be seated near exit doors and assigned to rooms close to outside exits. (See 8, a below.)

5. Fire drills shall make use of various ways of egress, particularly emergency exits which are not used during normal occupancy of the building. Actual fire shall be simulated by blocking different exits when conducting fire drills.
6. Fire drills shall be executed at different hours of the day or evening: during the changing of classes, when the school is at assembly, during recess or physical education periods, and at other times.
7. Fire drill procedures shall include the designation of persons to search all general service areas (library, auditorium, toilets, etc.) immediately upon sound of alarm.
8. Monitors from the more mature pupils (or from the school patrol) shall be appointed to assist in the proper execution of all drills. They shall, among other duties:
 - a. Help take care of any pupils incapable of holding their places in the line.
 - b. Hold exit doors open for evacuation, or close doors and windows when necessary to prevent spread of fire or smoke.
 - c. Carry signs reading "STOP! SCHOOL FIRE DRILL," or equivalent, for stopping traffic when it is necessary for drill lines to cross roadways or streets.
 - d. Do other necessary things assigned by the teacher.

Two substitutes for each monitor shall be appointed so as to provide proper performance in the absence of the regular monitors.

9. Each class or group upon sound of the fire alarm and as directed by the teacher shall:
 - a. Form its ranks quietly and quickly, without obtaining clothing and personal items, and move in orderly line, without running, toward exits.
 - b. Proceed to a predetermined point on the grounds, sufficiently far away from the building and out of the way of other groups or fire department operations, for attendance check by the teacher.
 - c. Remain at this point until signal for dismissal or return to the building is given.
10. It shall be the duty of all teachers to instruct their classes in fire safety and fire prevention (See TEACHING FIRE SAFETY, p. 10.)

INSPECTIONS

Principal's Inspection and Report

A. In accordance with law, the principal shall inspect each building in his charge at least twice each month during the regular school session. In this inspection, it shall be the duty of the principal to determine whether:

1. All corridors, halls, and tower stairways which are used for exits are clear and whether anything is stored or kept in or on them that could in any way interfere with the orderly exit of occupants.
 2. All doors used for exits are plainly marked and are in good working condition. This will require **daily inspection** to see that:
 - a. All exit doors are unlocked at all times when the building is occupied by the public or for school purposes.
 - b. Doors serving as safety paths of egress (e.g. those on stairway enclosures) are closed and under no circumstances blocked open.
 - c. Outside stairs and fire escape stairs are free from all obstruction including snow and ice, particularly outside exit doors.
 3. All storage rooms are kept locked when not in use.
 4. Janitorial supplies, such as oily rags, and mops are stored in a safe and orderly manner in a well-ventilated place or in an approved metal container with self-closing lid.
 5. Combustible materials, such as art supplies, paints, and paper, are stored in a safe and orderly manner.
 6. Combustible liquids are stored in approved containers with vapor-tight covers in proper locations.
 7. All accumulations of trash and rubbish are removed daily from all the buildings on the premises.
 8. Fire extinguishers have been checked within the past year.
- B. It shall be the duty of the principal to file in accordance with law a written report at the end of each school month during the regular school session:
1. Stating the date the last fire drill was held and the time consumed in evacuating each building.
 2. Certifying that the inspection described above has been made as prescribed by law.
 3. And giving such other information deemed necessary for fire safety as determined by the Insurance Commissioner, the Superintendent of Public Instruction, and the State Board of Education.

Electrical Inspector's Report

A. The approved electrical inspector or county fire marshal shall make an inspection of conditions found in each school in his territory every four months. The Commissioner of Insurance suggests that these inspections be made (1) immediately prior to the opening of school, (2) immediately before the school begins following the Christmas holidays, and (3) immediately after the last day of the school year.

1. The entire electrical installation shall be checked, including service, feeders and branch circuits, to determine whether they are safe

and of sufficient capacity to take care of the present connected load. If not, that part of the wiring system that is unsafe or overloaded shall be made safe and/or increased in size to take care adequately of the present load.

2. The inspector shall furnish a detailed written report of conditions found on this complete inspection to the principal who shall distribute such report in accordance with law.

B. When any additional current consuming appliance or device is to be added, it must first be determined by the electrical contractor or maintenance electrician whether the present wiring system is adequate to take care of the additional load. If the service, feeders, or branch circuits are not of sufficient size to carry this additional load, then that part of the system, or all, must be increased to take care of the additional load.

C. When any alterations or additions are to be made in the wiring system, the electrical contractor or maintenance electrician approved by the Commissioner of Insurance must first notify the electrical inspector when he is to begin the work, and report to him immediately upon its completion.

1. No final payment shall be made to the electrical contractor until the work has been inspected and approved by the electrical inspector.
2. Any repairs to the wiring system made during the month shall be called to the attention of the inspector by the principal at the time of his monthly inspection.

Teaching Fire Safety

Society is sure to reflect what is taught in the schools. Teach children about fire prevention and there will be fewer buildings burned and fewer lives lost as a result of fire. The service which the school may render in this matter is very great. Teachers and pupils have obligations and responsibilities in preventing fires:

They should be aware of the danger of fires. They should understand the causes of fires. They should know what they can do to reduce the danger of fires. They should know what to do in case a fire breaks out.

The basic cause of fire losses is lack of information or indifference. With present available information, fire-safety experts estimate that about ninety per cent of fires could be prevented, or controlled in their early stages.

It is a function of the school to educate for an action program in fire safety:

To promote an aspect of wholesome child growth and development by making each child fire safety conscious. To insure happiness and security to the child in the home through his contribution to home-fire safety. To contribute to good community living through each child's participation in local fire-safety programs. To build a strong nation by helping to conserve the country's resources through fire-prevention education.

A. Fire Safety in the School Program.

1. Children should be taught fire safety from the elementary grades through high school.
 - a. Fire safety should be taught as a part of daily living.
 - b. Students should always be conscious that fire safety is necessary; fire drills will then be more meaningful.
2. Fire safety should not be introduced as a separate subject; but should be integrated with many studies.

B. Fire Safety in Subject-Matter Fields.

Although the following suggestions are made with reference to particular subject-matter fields, it will be noted that some of these suggestions apply equally well to other fields and to general fire safety practices.

1. Fire-safety education may be integrated with health and physical education and recreation. Health and physical education classes study first-aid for burns. In these classes, students learn:
 - a. To recognize the marks of first, second and third-degree burns.
 - b. The correct treatment to be given fire victims suffering from shock and other dangers following a serious burn.
 - c. Various treatments for acid, alkali and electric burns, and suffocation.
 - d. Methods to prevent forest fires in outdoor activities.
 - (1) To reduce the tremendous loss through forest fires, students should learn the safe procedure for building, maintaining and smothering camp fires.
 - (2) While taking field trips, students should learn that fire prevention is important as an agent of conservation.
2. Fire-safety education may play a large part in science.
 - a. Chemistry students may learn the types of fuel which are consumed in various types of fires.
 - b. They may learn the best means available for extinguishing various types of fires. Different types of extinguishers are effective on specific types of fires:
 - (1) Fires can be reduced or extinguished by cutting off the supply of oxygen lowering the temperature of burning materials, or removing combustible materials.
 - (2) Chemical fire extinguishers smother fires by excluding the supply of oxygen.
 - (a) Refill extinguishers after using them.
 - (b) Renew contents of extinguishers at least once a year.

Caution: (Use of carbon tetrachloride extinguishers) Do not breathe tetrachloride fumes which are toxic and may be converted into even more toxic materials in a fire.

- c. Students in chemistry classes learn that conditions necessary for a fire are combustible materials, oxygen and sufficient heat to cause ignition. They also learn that removal of any of the above parts will put out the fire.
- d. Students in natural science and biology will study the effects of fire on plant and animal life.
3. Mathematics offers an opportunity for integration of fire-safety education with the school curriculum.
 - a. Students may prepare graphs showing human and financial losses.
 - b. They may prepare charts on losses as they affect insurance costs.
 - c. They may determine insurance rates by working algebra problems.
4. Social studies offer opportunities for integration of fire-safety with the curriculum.
 - a. Students in civics classes may discuss the responsibility of the good citizen to keep the community as safe as possible from fires.
 - (1) Home surveys may make families and their homes safer from fires.
 - (2) Community surveys and field trips may help students and other citizens become aware of fire hazards.
 - b. In history classes, students may study about the significance and lasting effects of some of the fires which have occurred in the world.
 - c. Students of economics may study the effects of fire in the reduction of human and natural resources, lowering of productive capacity and the reduction of buying power.
 - d. In sociology classes, students may study the effects which fire losses have upon people as a social group.
5. English students may give real and serious thought to fire prevention by preparing original compositions on this subject. They may write and present skits and plays on fire safety.
6. Students in art classes may prepare posters, exhibits and other media through which the school safety program is interpreted to members of the student body and the community.
7. Home economics classes are ideal for studying the causes, prevention and methods of extinguishing home fires.

- a. In foods classes, the students may learn to extinguish grease fires by smothering.
- b. Since many fires are caused by careless use of matches, it is important that students learn to store and use matches safely.
 - (1) The safest place to store or carry matches is in a tightly closed metal container.
 - (2) Since matches may ignite when accidentally hit, one should never carry them loose in his pockets.
 - (3) When using safety matches, one should be sure the cover is closed before igniting the match.
- c. Students should realize that flammable holiday decorations, leaking gas or kerosene stoves, accumulations of rags, papers and other rubbish, faulty wiring, uncovered paint and overloaded circuits present hazards.
- d. It is important that members of a household know the location of the main electrical switch so that they may pull it in case of an electrical fire.
- e. Students may learn to soak ordinary combustion fires with water.
- f. Students should always check to see that all electrical appliances are cut off before leaving classroom or home.
- g. Students in home economics classes can do a great deal to stimulate home and community interest in fire safety.
8. Members of vocational agriculture and shop classes should be interested in fire safety, because fire is a great potential danger on the farm.
 - a. The shop student should learn to maintain a clean shop and to dispose of combustible waste materials.
 - b. Since rural buildings are often built without compliance with fire-safety regulations, students need to learn practical methods of combating fires. Very often the farm will have no modern facilities with which to fight fires.
 - (1) The agriculture student should study preventive methods including: correct use of heating equipment in homes, tobacco barns and other buildings; safe wiring practices; installation of lightning rods; proper personal behavior during electrical storms; safe practices in the use and storage of flammable liquids; and other practices which promote safety on the farm.
 - (2) The agriculture student should have knowledge of the various classes of fires and how to cope with them.

- (3) He should be taught that buckets of sand and water and adequate extinguishers should be kept in easily accessible places.

C. Fire-safety Education in Co-curricular Activities:

1. Costumes made of paper or gauzy material which are not flame-resistant should not be worn by students. (There are products available which will make paper and cloth flame-resistant.)
 - a. Students in costumes should not get near an open flame.
 - b. If clothing catches fire—
 - (1) The person should be placed in a prone position and wrapped in a coat, blanket or rug to smother flames.
 - (2) If nothing is available with which to smother flames, the victim may smother them by rolling over and over on the floor, sand or grass.
 - (3) Most important of all, the victim should remain calm.

Caution: The person whose clothing catches fire should never run.

2. When decorating for parties or special events, the persons on the decorating committee should endeavor to make the meeting place as safe as possible. In decorating, paper should never be placed near objects which present potential hazards.
 - a. Flammable materials, such as paper or confetti, should never be draped around light bulbs.
 - b. Lighted candles should never be used in making jack-o'-lanterns. Small flashlights may be used for this purpose.
 - c. Lighted candles should never be used on a Christmas tree, since flames have a tendency to dry the limbs which would then be ideal fuel for a fire.
 - d. Exits should never be blocked by decorations of any type, and should be checked to make sure they operate properly.
 - e. After decorations have been used (Christmas trees, gift wrappings, props for plays, Valentines, Easter baskets, etc.), they should be disposed of or stored in a manner which will eliminate fire hazards.
 - f. The teacher who is sponsor of these various activities should endeavor to provide a safe atmosphere for her students at all times.

D. Exit Drills for Fire Safety.

The school fire-drill is an instructional device designed to assure safe egression of pupils and personnel from the school building. It is concerned with developing knowledge, skills and attitudes for the protection of life and property in the event of fire. (See FIRE DRILL REGULATIONS, p. 7.)

References And Materials

A. Publications

1. **Accident Facts.** Chicago: The National Safety Council, 1956.
2. **A Program of Fire Prevention in Schools** (Manual for Teachers). Harrisburg: Department of Public Instruction, 1951.
3. **Building Exits Code.** Boston: National Fire Protection Association, 1956.
4. **Checklist of Safety and Safety Education In Your School.** Washington, D. C.: National Commission on Safety Education, 1953.
5. **Civil Defense Education Thru Elementary and Secondary Schools.** Washington, D. C.: National Commission on Safety Education, 1956.
6. **Fire Safety for Teachers of Primary Grades.** Washington, D. C.: National Commission on Safety Education, 1950. Single copy, 50 cents.*
7. **Fire Safety for Teachers of Intermediate Grades.** Washington, D. C.: National Commission on Safety Education, 1950. Single copy, 50 cents.*
8. **Fire Safety for Junior High Schools.** Washington, D. C.: National Commission on Safety Education, 1950. Single copy, 50 cents.*
9. **Fire Safety for Senior High Schools.** Washington, D. C.: National Commission on Safety Education, 1951. Single copy, 50 cents.*
10. **Fire Safe School Buildings.** New York: National Board of Fire Underwriters, 1954.
11. **Hazard Detector.** Chicago: The National Safety Council, 1947.
12. Kearney, Paul W., **I Smell Smoke.** New York: Simon and Schuster, 1955.
13. **Safety Education Data Sheets,** (Numbers 2, 12, 20, and 47.) Chicago, The National Safety Council.
14. **Safety Thru Elementary Science.** Washington, D. C.: National Commission on Safety Education, 1949. Single copy, 50 cents.*
15. **School Fires.** Boston: National Fire Prevention Association, 1946.
16. **School Fire Safety.** Washington, D. C.: Government Printing Office, 1951. Price 20 cents.
17. **Standards of The National Board of Fire Underwriters for the Installation, Maintenance and Use of First Aid Fire Appliances,** (As Recommended by the National Fire Protection Association). New York: The National Board of Fire Underwriters, 1956.
18. **The National Fire Protection Association Quarterly.** Boston: The National Fire Protection Association, October 1939, January 1959.

B. Agencies and Organizations

1. American Standards Association, 70 East Forty-fifth Street, New York 17, New York
2. Center for Safety Education, New York University, New York, N. Y.
3. Federation of Mutual Fire Insurance Companies, 20 North Wacker Drive, Chicago 6, Illinois
4. International Association of Electrical Inspectors, 61 N. Michigan Avenue, Chicago 11, Illinois
5. International Association of Fire Chiefs, Hotel Martinique, Broadway at Thirty-second Street, New York 1, New York
6. National Board of Fire Underwriters, 85 John Street, New York 38, New York
7. National Commission on Safety Education, National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.
8. National Fire Protection Association, 60 Batterymarch Street, Boston 10, Massachusetts
9. National Fire Waste Council (contact local Chambers of Commerce)
10. National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois
11. State Board of Education, Raleigh, North Carolina
12. State Board of Health, Raleigh, North Carolina
13. State Department of Insurance, Raleigh, North Carolina
14. State Department of Public Instruction, Raleigh, North Carolina

* In quantity: 2-9 copies, 10% discount; 10-99 copies, 25% discount; 100 or more copies, 33 1/3% discount.

15. Underwriters' Laboratories, Inc., 161 Sixth Avenue, New York 13, New York
16. United States Forest Service, Department of Agriculture, Washington 25, D. C.
17. United States Office of Education, Washington 25, D. C.

C. Films and Filmstrips

Films Available Through the North Carolina State Board of Health, Raleigh, North Carolina, Film Library:

COOKING: KITCHEN SAFETY 12 min., sound

This film stresses the common safety hazards that exist in every kitchen, and illustrates specific examples of each. Discusses and demonstrates simple precautions that can be taken to prevent accidents in the kitchen. For high school, college and adults.

FIRE PREVENTION IN THE HOME 16 min., sound

This film stresses the many ways in which all members of the family can help in **Fire Prevention in the Home**. Suitable for all age groups, from teenagers to adults.

HELP WANTED 32 min., sound

This film shows correct first aid procedure to follow in case of bleeding, fracture, shock, burns, etc., telling what to look for, what to do, and how to do it. Excellent for first aid classes, high school and adult groups.

I'M NO FOOL WITH FIRE, JIMMINY CRICKET 12 min., sound

Walt Disney Productions, color cartoon, elementary, high school, adults.

SAFETY IN THE HOME 15 min., sound

In this film we find that the old saying of "SAFE AT HOME" is not always the case. Many of the causes of home accidents are clearly shown as well as means for correcting these hazards. For high school, college, and adult groups. Especially good for teenagers.

Filmstrips:

"Preventing Fires in Your School", Washington, D. C.: National Commission on Safety Education.

"Preventing Fires in Your Home", Washington, D. C.: National Commission on Safety Education.





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